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ABSTRACT

This study was intended to add to the body of knowledge dealing with school board policies concerning field trips. A questionnaire, mailed to superintendents in 149 cities, was designed to (1) ascertain the existence of school board policies (written or unwritten) pertaining to field trips; (2) determine the person(s) or group(s) who pass on the acceptability of such trips and supervise them for the schools and school districts; (3) isolate the criteria used for determining the acceptability of these trips; and (4) obtain copies of written policies and administrative procedures used in implementing these policies in the individual school districts. Findings, conclusions, and recommendations for further study are presented. A related document is EA 004 351. (JF)

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A STUDY OF SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES FOR DEALING WITH FIELD TRIPS IN SCHOOL DISTRICTS IN CITIES WITH POPULATIONS OVER 100,000 IN THE UNITED STATES

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CHAPTER I

THE PROBLEM, PROCEDURES, AND DEFINITIONS OF TERMS USED

Background. Community resources have been utilized for many years by teachers to supplement their instructional program. Part of this utilization of community resources requires teachers to take their children outside the normal classroom environment on "field trips." In an effort to prevent schools from becoming isolated from reality, teachers have taken and will continue to take children into the community. The field trip has given the students the opportunity to learn in a setting which gives them direct, first-hand experience with the subject under study.

Teachers and school administrators have expressed concern about their responsibilities during these field trips. School board policies and administrative procedures often either do not exist or at best are unwritten and therefore open to individual question.

Schools have recognized that conditions outside the classroom are not the same as within the "protected environment" of the classroom. Children may expect more freedom when away from the school building but in reality the field trip may necessitate greater restrictions. The existence of board policy and/or administrative procedures for conducting field trips may relieve anxieties and cause the teacher to utilize this

instructional tool more frequently.

THE PROBLEM

Statement of the problem. It was the purpose of this study to investigate the school board and/or administrative policies concerning, and administrative procedures for dealing with, field trips in all of the cities of the United States of 100,000 or more population.

Importance of the Study. Educational administrators have long been interested in the formulation of school board policies and in their implementation at the operational level. Today, the schools are subjected to more and more pressures to use field trips as an integral part of the total instructional program. This study was intended, therefore, to add to the body of knowledge dealing with school board policies concerning the use of field trips, and the administrative procedures used to implement these policies.

METHODS OF PROCEDURE AND SOURCES OF DATA

The purposes of this section were to describe: (1) the methods used in obtaining the populations; (2) the design of the questionnaire; and (3) the statistical treatment of the data.

Obtaining the population. The New York Times Encyclopedic Almanac was consulted in order to determine cities in the United States which has populations of

100,000 or more persons. A list of all of these cities was compiled for the year 1970.

There was a total of 149 cities in the United States which were estimated to have populations of 100,000 or more persons. These were used in the study. (Kurtz: 198-205)

Questionnaires, together with a covering letter, were mailed to the school superintendents of these selected city school districts. A follow-up letter and questionnaire were mailed approximately one month later to those superintendents who had not responded to the initial request for information (Appendix A).

Design of the questionnaire. The initial questionnaire was modified from a questionnaire used previously by the authors in a study dealing with free and inexpensive materials on the basis of experience gained in that study.

The purpose of the questionnaire was to elicit the following information: (1) to ascertain the existence of school board policies (written or unwritten) pertaining to field trips; (2) to determine the person(s) or group(s) who pass upon the acceptability of such trips and supervise them for the schools and school districts; (3) the criteria used for determining the acceptability of these trips; and (4) to obtain copies of written policies and administrative procedures used in

implementing these policies in the individual school districts.

Treatment of the data. All data were analyzed and reported as a per cent of the total replies received to the questionnaire. An additional analysis was made of the number of replies received by population size of the city.

LIMITATIONS OF THE STUDY

The limitations of any investigation conducted by the use of normative survey techniques existed in the study. A further limitation resulted from the fact that the reliability of the data depended upon the accuracy with which the respondents (chief school administrators or their designated agent) responded to the instrument.

Further limitations may well be the difficulty in differentiating between board policies and administrative procedures.

DEFINITIONS OF TERMS USED

Field trip. Syn., instructional trip. (Good:227)

Instructional trip. A trip arranged by a teacher or other school official and undertaken for educational purposes; the transportation of pupils to places where materials of instruction may be observed and studied directly in their functional setting, such as a trip to a factory or a city waterworks. Syn. field trip; non-routine trip; school excursion. (Good: 291)

Policies. A policy is a general statement of principle written in clear, concise language, providing the school administrator guidelines within which to operate. A policy statement reflects careful and deliberate study and has an enduring quality. (Prentice-Hall Editorial Staff: 6)

Procedures. A procedure is a method by which a policy is achieved and is the means through which a desired goal may be attained. A statement on procedure usually gives the steps for achieving the objective stated in the policy. . . . procedure statements on the same general matter vary from place to place, because each statement must reflect the unique or peculiar conditions in the particular school system. (Prentice-Hall Editorial Staff: 6)

Others. All other terms were defined as stated in Good's Dictionary of Education.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature which dealt with the area under study in these projects was divided into three distinct areas. The first area dealt with the formulation of school board policies and the second was the implementation of these policies through administrative procedures. The third area was concerned with a brief review of the field trip as an instructional tool.

SCHOOL BOARD POLICIES

The power of a board of education to establish policies for the operation of schools is one of the rights and responsibilities vested in it by law. Greider, Pierce, and Rosenstengel wrote that in most states boards of education are granted great authority over school affairs in their districts. They note that one exception is the State of California where the Education Code is highly specific. These are powers not only of specific legal requirements, but also of a wide field of discretionary or implied powers. (Greider, et al: 115-17)

One of the ways in which a board of education may function most effectively is through the enactment of policy statements for the guidance and direction of both the board and school personnel. These policies, when enacted, are the result of a great deal of planning,

(Greider et al: 114-15)

Knezevich observed that "Policies are more likely to fulfill their potentials if reduced to writing", yet he went on to add that the development of a written policy statement was a relatively new phenomenon. Since the end of World War II studies have indicated that it was difficult to find a pulbication dealing with school board activity which failed to make reference to the need for written school board policies. (Knezevich: 224-25)

Moehlman compared written board policies to a yardstick by which all suggestions, recommendations, and procedures may be judged impersonally. He believed that many laymen and administrators tend to view written policies as constrictive and that they feel that they hamper action. He expressed his view of this belief as follows:

> . . .A more enlightened minority believe that a complete statement in printed form is not only an excellent device for vivifying the statutes and the practices from whence they are derived, but also as serving as an objective manes for adjusting differences between community and schools, board of education, and executive personnel, and as an interpretive device. (Moehlman: 145-46)

Bretsch cited the Hayes and Nugent study concerning the relationships of boards of education and their superintendents. He stated that they "suggest that the superintendent's responsibilities are to

execute the policies of the board and advise it on educational matters." (Bretsch: 152)

Wynn wrote that:

> The primary functions of the board of education are legislative in nature. The board, with the advisement of the superintendent and his staff, establishes the policies and regulations which guide the school system in its operation. One of the most reliable hallmarks of a good board of education is the care with which it establishes and maintains policy... Well-conceived policy statements tend to insure consistence of action... The formulation of a policy statement is also a useful exercise in clarifying the school system's purposes and philosophy and translating them into a modus operandi. . . (Wynn:25)

ADMINISTRATIVE PROCEDURES

The area of administrative procedures, which is referred to variously as the implementation of board policies, or "rules and regulations," is an area that is not at all clearly defined. This lack of definition is not at all surprising, and its existence does not come as a surprise to those engaged in educational administration.

Wynn stated:

> The responsibility for the execution of policy should be delegated to the superintendent of schools and his staff. . . Good organization requires a clear differentiation between the executive functions of the professional administrators of the school system and the legislative or policy-making functions of the board of education. However, in practice it is sometimes difficult to draw clearly the line between legislative and executive functions...(Wynn: 25-26)

The Prentice-Hall Editorial Staff, writing in the School Executives Guide, stated:

> Some of the records of board action found in the minute books can easily be identified as policies; others can be identified as rules or regulations for a board is functioning within its recognized sphere or activity when it approves the rules and regulations that are consistent with its policies. But frequently it is not easy to decide where the policy leaves off and rules and regulations begin.. . (Prentice-Hall Editorial Staff: 675-76)

The authors cited above go even further to clarify the above statement. They cited Polley as follows:

> . . . It is no great matter if some rules find their way in among policies. . .What one views as policy, another will view as a rule. Such variations are certainly acceptable. What is desired is a clear, concise statement of how the board intends to operate. Good form will help to bring this about but the goal is effective, efficient operation and not the form of the final document. (Prentice-Hall Editorial Staff: 2)

Both Knezevich (255-57) and Greider, Pierce and Rosenstengel (121-23) believe that it is the duty of the superintendent of schools to implement the policies of the board through administrative procedures which will enable the professional staff to function effectively within the framework established by board policies. Goldhammer, in his book The School Board, clearly supports this viewpoint. (Goldhammer: 52-55)

The American Association of School Administrators presented a list of classified examples in an attempt to "clarify the distinction between legislative or

policy-forming functions and executive functions" in their Twenty-fourth Yearbook, (American Association of School Administrators:48-51) This list was illustrative of many common examples but was not intended to be complete or all-inclusive.

Lawson also dealt with the establishment of administrative policy in some detail. He delineated his definitions by the use of the terms "over-all school policies" and "internal policies". He included the area of the selection of instructional materials under the classification of internal policies, without any reference to the involvement of the board of education in the matter. (Lawson:362-64) This appeared to be contrary to the recommendations presented by many of the other authors.

Mort and Ross discussed, indeed they gave special attention to, the matter of administrative discretion in the application of board policies. They stated:

> . . .Rules and procedures should be drafted wherever feasible in terms of the policies involved, leaving broad discretion to the administrators in their application.
>
> The amount of discretion needed will vary from subject to subject. For most rules individual administrators should be empowered to make exceptions. . .
>
> Particularly is this needed in large school systems to forestall the tendency of principals to "pass the buck" to the central office, realizing that in only rare instances will the individual actually take the issue to the central office. (Mort and Ross: 295)

THE FIELD TRIP

School excursions, or field trips, were extensively used in European countries before World War II. According to Curtis their chief development had beer in Germany during the nineteenth century. From Germany the idea spread, to the British Isles, as well as to other European countries and the Orient. This movement took place during the latter half of the century. (Curtis: 201)

In Great Britain school journeys began in 1890 with children going to the country for the weekend to study nature and geography. By 1911 so many schools were using trips that a non-profit organization, the School Journeys Association, was formed to make arrangements for school trips. (Hall: 151)

In the United States, Charles and Frank McMurry had begun advocating the use of excursions in the teaching of science and geography. By 1903 Charles McMurry had outlined a three-part procedure for taking field trips consisting of: "preparation for the excursion, the trip, and the follow-up activities comprised largely of discussion." (Curtis: 201)

The position of the field trip within the instructional unit has varied. It has been used as an

introduction to instruction, as a culminating activity, or within the body of the unit. (Curtis: 201)

At the present time "journeys undertaken by British schools fall roughly into two categories: domestic trips, taken during term time; and journeys abroad." (Hall: 152) These excursions abroad range from an airplane flight from Birmingham to London and back again for geography, to research expeditions to Lapland, Iceland and British Columbia. (Curtis: 151-53)

In the United States field trips can range from a walk around the school yard and through a nearby woods, (Howland: 40) to a two day marine field trip. (Ruth: 32) As Howland stated: A field trip

> . ..may go across the street from the school to a fire house or to a neighboring meadow or it may go across the continent or around the world. It may be supplemental to a lesson or a unit of work, or it may be a course in itself for which credit is given. (Howland: 1)

VALUE OF FIELD TRIPS

There are a number of values attributed to field trips. Howland says:

> The basic objective of the field trip is to provide understanding through experience. Associated with this primary objective--in some cases contributing to it--are a number of others, such as to explore or stimulate interest in a new areas, to answer questions, to learn about community processes and structure, to practice cooperative behavior, improve teacher-pupil relationships, develop social consciousness. (Howland: 1)

The values gained in excursions, according to Hall, are the provision of accurate first hand information, the promotion of better citizenship, the opportunity for social training, the encouragement of the love of travel, the formation of a connecting link between community and school, and the creation of interest. (Hall: 153)

A field trip increases the student's knowledge of a particular subject but, even more importantly, may increase his desire for knowledge. (Ruth: 32) A field trip may unify a group of children. (Muente: 40) It can make a unit of study more meaningful and make real what has been read or discussed. (Forester: 15) "Field trips are especially valuable for enriching the background of slow learners, most of whom rarely visit places of educational interest." (Association of Teachers of Social Studies of the City of New York: 113)

Many early studies evaluated field trips as contrasted with films or other audio-visual aids to learning. Recent studies have evaluated them within the total picture as one of many resources available to the teacher. (Dale et al: 277) Both types of evaluation seem to be valid.

Field trips are generally evaluated by the individual teacher in a rather subjective way. The

teacher observes the pupils and forms his opinion on the basis of what he sees. Abraham analyzed the effectiveness of a trip to Washington, D.C., by a group of high school students and he presented his observations concerning pupil responses:

> The basic value, he concluded, of this particular journey was represented not so much by a gain in information of political and economic issues as by an enhanced interest in these matters arising from the vividness with which they were presented in direct contact with legislators and other public officials. The total effect of the visit was to increase esteem for the people who make, administer, and interpret the laws of the land. (Dale et al: 278 citing Abraham)

Raths evaluated a trip to the coal mining area of West Virginia by fifteen high school students as follows:

> What has been collected suggests that carefully planned direct experiences may result in clarifying the beliefs which students hold; it suggests also that greater allegiance to human values, firmer faith in democratic principles, a more flexible outlook which considers solutions to social problems as tentative and not arbitrary are some of the outcomes which may come from educational experiences similar to the West Virginia trip. (Dale et al: 279 citing Raths)

Clark studied 335 sixth grade children. He selected four units, Egypt, Printing, Transportation, and Communications for the experiment. The experiment was carefully controlled so that non-experimental factors would not figure in the results. Interest tests were administered, as well as achievement tests.

Pupils were also afforded the opportunity to write one page of reaction to the unit. After final scores were tabulated and adjusted for pretest scores and mental ages, the experimental groups (field trip) were found to be significantly superior in all units except Egypt, in which the control group was superior. Regarding the absolute retention scores, there were no significant differences between the groups, except in the Printing unit, where the control group was found to be superior to one of the two experimental groups. No significant difference was found between groups in relative retention. (Clark: 11-13)

The results of this study indicate that teachers should constantly evaluate the field trips they take. Some of them may not be achieving the desired outcomes.

In a study by Forester of eight 4B social studies classes the findings were similar to the Clark study. Forester concluded that a significantly greater degree of learning took place as a result of field trips. There was no significant difference in the results of a retention test. (Forester: 181)

Curtis studied 32 fifth grade children who were divided into two groups to determine what contributions a field trip might make in their unit of study on

erosion and conservation of soil. Within certain stated limitations "the conclusion may be that the excursions in this study contributed to understanding when employed as a summary technique." (Curtis: 202)

Curtis goes on to state that "too much should not be expected of the excursion per se." He concluded with:

> Instead of recommending that a certain part of the time allotted to science and social studies be given to excursions, the writer recommends... that the excursion be used as a major instrument of instruction in cases where illustration of subject matter is readily accessible in the community, and especially in cases where the concrete experiences of the pupils have been limited. (Curtis: 210)

A study by Harvey was made of the value of using field trips to acquire new knowledge and to develop scientific attitudes rather than for the purposes of illustration or verification of information. Two sections of thirty-four students each of ninth grade general science classes were selected for the experiment. The unit of study selected was conservation. Harvey stated, when discussing his findings that "from the functional use of the scientific method the (experimental) students gained an increase in scientific attitudes which is shown by the statistical analysis to have been of scientific value." It was also proven practical for a ninth grade general science class to study a part of their

environment using the scientific method and it was also demonstrated that a worthwhile excursion can be conducted within a fifty-five minute class period. (Harvey: 242-48)

In Milwaukee, field trips are used in a different way. A number of Orientation Centers for new migrants to the city and transients already within the city were set up in 1960. Children who are culturally disadvantaged but have normal ability are assigned to these centers for varying periods of time, usually one to four semesters, or until they can be put into the public schools with a chance of success. These children are especially lacking in real life experiences, so the field trip was selected as the focal point of the curriculum, as a means of providing the missing experience at the concrete level. Field trips also provide a background of knowledge on which to build skill conceptualization and abstract thinking, which are so necessary for success in school. (Nuhlicek: 9)

Field trips are used to expand the world of the child and to stimulate his interest in the world around him. These trips are used as material upon which a writing program is built, and discussions can center about the field trip experiences. Mathematics is used to figure out how much trips will cost, what supplies are needed, and how far they will travel on their trip, how long it will take, and the route they will follow.

These are but a few of the **facets** of the Milwaukee program. (Nuhlicek: 9)

The preceding studies indicate that field trips can contribute to learning, if they are carefully selected, properly prepared for, and well conducted.

DuVall and Truex reported that approximately ten per cent of teachers employed in a selected Northern Indiana School District will take field trips during a school year. (DuVall and Truex: 12-15) Ayars surveyed 92 teachers who were attending a community resources workshop to determine the reasons they did not use field trips with their classes. The reasons given, in descending order of frequency were: too full schedule, lack of transportation, too many pupils in classes, course of study requirements, time consumed by routine duties, the daily class schedule, problems of liability, too time consuming, and fear that some fundamental teaching may be disregarded. Ayars goes on to state:

> Extensive and effective utilization is not apt to develop, according to questionnaire responses, unless administration provisions are made to provide: a favorable physical situation, a flexible class schedule and curriculum, suitable transportation, accessibility of materials, freedom from responsibility for accidental injuries not due to negligence, community understanding and support, and a general atmosphere of encouragement as to the use of community resources. (Ayars: 24)

SUMMARY OF THE LITERATURE

This chapter has been devoted to a review of related literature in order to provide a background of information and also a rationale for the present study. The review of literature may be seen as two distinct parts, dealing with (1) board policies and procedures for conducting field trips and (2) field trips as an integral part of the instructional program.

School boards should establish broad policies covering the operation of the schools. These policies should be broad enough to give the school administrators who must operate under them operational latitude and flexibility. Board policies have not been adopted by all boards of education, and in many cases where they have been written and adopted they have not been periodically revised.

The area of administrative procedures, which is the implementation of board policies, is a field that is not at all clearly defined. In many cases it is difficult to determine what is policy and what is administrative procedure. However, it should be noted that in many cases this is not an important distinction. One area that should be given particular attention is the matter of administrative discretion in the application of board policies in administrative procedures.

Educators have utilized the field trip or excursion for over half a century in this country. It had been used before that for some time in Europe. The literature reviewed indicated that the field trip does have definite instructional advantages over the continued vicarious experiences of the traditional classroom. While it is widely used today it is still not utilized by a majority of today's classroom teachers.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The purposes of this chapter were to present the results of the analysis of the data of (1) the mailing and return of the questionnaires and (2) the data obtained from the answers to the questions on the questionnaire itself.

MAILING AND RECEIPT OF THE QUESTIONNAIRE

The questionnaire (Appendix A) was sent to the superintendent of schools in each of the 149 cities in the United States of 100,000 or more population. These letters were mailed on August 16, 1971. Approximately one month later (September 20, 1971) a follow-up letter and questionnaire were mailed to those superintendents of schools from whom no replies had been received by the date of the second mailing. An 80 per cent response was received as the result of these two mailings. This is considered to be sufficiently representative of the population to permit generalizations to be made for the entire population, based upon the replies received.

Table 1 shows the number of questionnaires returned on the basis of the population sizes of the cities (school districts) surveyed. Over half of the city school districts surveyed were in the population range of 100,000 persons but less than 200,000 persons. In this population range the highest percent of responses was received. The highest

TABLE 1. RESPONSES TO QUESTIONNAIRES CLASSIFIED BY POPULATION SIZE OF CITIES

Population Sizes	Cities in Sample	Per Cent of Total	Respondent f	Per Cent of Total	Non-Resp. f	Per Cent of Total
100,000 199,999	81	54	59	40	22	15
200,000 499,999	43	29	38	26	5	3
500,000 999,999	19	13	15	10	4	3
1,000,000 or more	6	4	6	4	0	0
Total	149	100	118	80	31	21

per cent of non-responses also existed in this category. Further examination of the data presented in Table 1 reveals that as the population size of the city increased the total per cent of participation in the study (responses) decreased. One notable exception was that all cities whose populations exceeded one million persons participated.

The analysis of responses to the questionnaire by population size of the cities was made to determine if there was any appreciable effect upon the results of the survey brought about by this factor. It is believed that this effect does not exist. Responses were received in proportion to the number of cities within each population range.

ANALYSIS OF DATA

The superintendents of schools were queried concerning the existence of a policy which dealt with the utilization of field trips within their districts. A total of 88 per cent of them responded that their school districts did have such a policy. Only six per cent of them replied that no such policy existed. Seven respondents did not reply to this question (6 per cent). These data are presented in Table 2.

An examination of Table 3 indicates a disparity between the existence of policy (see Table 2) and the existence of written policy. In this survey 88 per cent of the superintendents indicated their districts did have

TABLE 2. RESPONSES PERTAINING TO EXISTENCE OF BOARD POLICY CONCERNING THE USE OF FIELD TRIPS BY TEACHERS

Response	f	Per Cent of Total
Policy exists	104	88
No policy	7	6
No response	7	6
Total	118	100

Question: Does your school system have a policy pertaining to the use of field trips by teachers?

TABLE 3. RESPONSES PERTAINING TO EXISTENCE OF WRITTEN BOARD POLICIES CONCERNING THE USE OF FIELD TRIPS BY TEACHERS

Response	f	Per Cent of Total
Policy is written	82	69
Unwritten policy or no policy	27	23
No response	9	8
Total	118	100

Question: Does your school system have a policy pertaining to the use of field trips by teachers?

Is this policy written?

a policy, while only 69 per cent of these same respondents indicated that this policy was written.

Examination of the data presented in Table 4 revealed that 92 per cent of the respondents indicated that their school policy permitted the use of field trips by their teaching staffs. This, when contrasted with the data presented in Tables 2 and 3 led to the conclusion that more school districts permit the use of field trips than have a policy, either written or unwritten, dealing with the subject. These data would tend to support the belief that more superintendents are aware of the existence and use of field trips than desire to have any written policy regulating the use of this educational tool in the schools.

Of particular interest was the fact that 10 superintendents failed to respond to this question (8 per cent of the respondents) while none who responded failed to indicate that field trips were in fact permitted their staffs as an educational tool.

The building principal was mentioned most often as the person responsible for passing upon the acceptability of field trip sites. This occured in 83 per cent of the responses received in the survey. Persons or groups mentioned next most frequently were individual teachers (56 per cent), assistant superintendents in charge of instruction (39 per cent), and curriculum supervisors (22 per cent). A variety of other persons and/or committees or groups were

TABLE 4. RESPONSES PERTAINING TO BOARD POLICY DEALING WITH PERMISSION TO USE FIELD TRIPS

Response	f	Per Cent of Total
Use permitted	108	92
Use denied	0	0
No response	10	8
Total	118	100

Question: Does your policy permit the use of field trips with their classes?

mentioned with far less frequency. These data are presented in Table 5.

Data are presented in Table 6 showing the criteria which were reported by the superintendents for determining the educational acceptability of field trip sites. Only one of the 13 different criteria mentioned by the superintendents who responded to the question occurred on more than half of the responses. The researchers found it necessary to categorize these open-end responses into similar categories or groupings. The most frequently used response was "educational significance and/or suitability." All other categories were mentioned far less frequently, as may be seen from examination of Table 6.

The community resources handbook or listing of sites for educational visitation within the school district is available in 53 per cent of the districts responding. Thirty nine per cent of the respondents indicated that no such handbook or list is available to their faculties. It may be inferred that nearly half of the districts have no such resource list available, thus forcing their staffs to acquire their own sites for educational field trips. These data are presented in Table 7.

Another area of concern to both teachers and administrators when taking field trips is the matter of injury and liability insurance and its availability. This is or should be of concern to teachers as well as pupils and

TABLE 5. PERSONS OR GROUPS WITHIN SCHOOL DISTRICTS WHO PASS UPON THE ACCEPTABILITY OF FIELD TRIP SITES (DESTINATIONS)

Individual or Group	f	Per Cent of Total*
Building Principal	98	83
Individual teacher	66	56
Asst. Supt./Instruction	46	39
Curriculum Supervisor(s)	26	22
Director/Elem./Sec. Educ.	12	10
City-Wide Curr. Comm.	11	9
Other	40	34
Some Type Asst. Supt.	8	
Supt. of Schools	8	
Dir./Trans., Fed. Prog.	7	
Asst. Supt. (AV related)	4	
Building Curr. Comm.	4	
School Board	4	
Misc. Responses	4	
Coord. Field Trips	1	

Note: Multiple responses were received in many cases. Totals exceed 100 per cent.

Question: Which person(s) or group(s) pass upon the acceptability of field trip sites (destinations)?

Individual teacher
Building Principal
Building Curriculum Committee
Curriculum Supervisors
City-wide Curriculum Committee
Assistant Superintendent for Instruction
Other (please specify)

TABLE 6. CRITERIA USED: DETERMINATION OF EDUCATIONAL ACCEPTABILITY OF FIELD TRIP SITES

Criteria	f	Per Cent of Total
Educational significance/suitability	69	58
Distance (accessibility)	23	19
Safety	19	16
Relationship to grade or maturity level of students	15	13
Administrator(s) and/or teacher judgment/approval	9	8
Relevant to student interest	8	7
Must offer opportunity for evaluation and follow-up	8	7
Adequate adult supervision	7	6
Availability of time away from school	6	5
Teachers previously visited site	4	3
Cost	3	3
Common sense	1	1
Local school criteria	1	1

Note: Open end type question. Multiple responses were received in many cases. Totals exceed 100 per cent.

Question: What are the criteria used for determining the educational acceptability of field trip sites (destinations)?

TABLE 7. AVAILABILITY OF COMMUNITY RESOURCES HANDBOOK OR LISTING OF SITES WITHIN DISTRICT

Response	f	Per Cent of Total
Handbook or listing available	63	53
Not available	46	39
No response	9	8
Total	118	100

Question: Does your school district have a listing or handbook of sites available for field trips?

their parents. The question relating to this matter on the questionnaire was very difficult to phrase and the results obtained were most difficult to analyze and interpret. One limitation imposed upon the analysis of responses is the differences between states regarding their regulations relating to insurance for liability and injury. This area of concern is subject to court decision within the several states, therefore tha data presented in Table 8 are included for information purposes only. Additional treatment of this extremely complex subject may be found in another research report prepared by the authors entitled "A Survey of Laws and Court Decisions in the United States as Related to Teacher Responsibility and Liability During Field Trips." (ERIC Clearinghouse Accession Number SO 002 358).

The final area studied was that of board policies which specifically mentioned acceptable means of transportation to be utilized in taking field trips. Examination of the data presented in Table 9 reveals that 70 per cent of the board policies include specific mention of acceptable means of transportation while nearly 20 per cent make no mention of this factor.

The use of the school bus, public transportation and walking are clearly the most frequently mentioned acceptable means of transportation. Of additional interest is the fact that the private car is specifically mentioned as an acceptable means of transportation in 39 board policies or 47 per

TABLE 8. SUMMARY ANALYSIS OF BOARD POLICIES PERMITTING DISTRICT LIABILITY INSURANCE COVERAGE OF TEACHERS AND/OR PUPILS WHILE ON FIELD TRIPS

Response	f	Per Cent of Total
Yes	51	43
Unqualified	27	
Either if by or in bus	14	
Teachers yes, pupils no	9	
Self-insured	1	
No	56	47
Unqualified	33	
Carriers insured	14	
Students encouraged to carry own insurance	8	
Self-insured	1	
No response	11	10
Total	118	100

Note: A summary of the comments received in relation to this area will be found in Table 10, Appendix B

Question: Does your district carry insurance for pupils and teachers covering possible injury and liability while on a field trip?

TABLE 9. POLICIES WHICH SPECIFICALLY MENTION ACCEPTABLE MEANS OF TRANSPORTATION TO BE USED ON FIELD TRIPS

Response	f	Per Cent of Total
Acceptable means mentioned*	83	70
No mention made	23	19
No response	12	11
Total	118	100
* Individual breakdown of "yes" responses only		
School Bus	82	(99)
Public Transportation	81	(98)
Walking	79	(95)
Private Car	39	(47)
Aircraft	1	(1)
No Aircraft	1	(1)

Question: Does your policy make any specific mention of acceptable means of transportation permitted to be used?

Permitted to be used:

Walking
Private car
School Bus
Public Transportation
Other (please specify)

cent of the cases where transportation is mentioned. Of interest, if not of any particular significance, is the fact that two board policies specifically mention the use of aircraft, one permitting it and another prohibiting it.

SUMMARY

This chapter has presented the findings which were derived from the analysis of the data.

The findings revealed that the population was drawn from those cities of the United States of 100,000 or more population. Of the total population of 149 cities an 80 per cent response was obtained from the mailings.

Within the population of school districts surveyed policies relating to the use of field trips generally exist in both written and unwritten form. These policies recognize the field trip as a valid form of educational experience for students. Site selection remains within the control of the individual school building in most cases, and specifically with the building principal. The most frequently mentioned criteria for site selection was educational significance and/or suitability.

A formal listing of sites (community resources handbook) exists in only half of the school districts responding to the questionnaire. School bus, public transportation and walking were most frequently mentioned as acceptable means of access to field trip sites.

Chapter IV is devoted to a summary of the study, to the findings which were made, and to the conclusions drawn from these findings. Finally, recommendations for further study are presented.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purposes of this chapter were to present: (1) a summary of the problem and the procedures used; (2) a summary of the findings; and (3) the major conclusions, and (4) recommendations for further study.

SUMMARY

Review of the problem. It was the purpose of this study to investigate the school board and/or administrative policies concerning, and administrative procedures for dealing with, field trips in all cities of the United States of 100,000 or more population.

This study specifically attempted to elicit the following information: (1) to ascertain the existence of school board policies (written or unwritten) pertaining to field trips; (2) to determine the person(s) or group(s) who pass upon the acceptability of such trips and supervise them for the schools and school districts; (3) the criteria used for determining the acceptability of these trips; and (4) the modes of transportation authorized within the policy statements and/or practices.

This study was intended to add to the body of knowledge concerned with board policies and administrative procedures used in dealing with field trips.

Design of the study. Data for this study were collected as follows:

1. All cities of 100,000 or more population were listed and the superintendent of the school systems in these cities was contacted, using a questionnaire designed to elicit responses dealing with board policies in their respective school systems relating to field trips.

2. The data from the analysis of these questionnaires were tabulated and reported as: a per cent of responses to the questionnaires received; (2) the existence of board policies dealing with field trips; (3) the person(s) and/or group(s) responsible for the determination of the acceptability of field trip sites, and (4) the criteria used in determining the acceptability of these sites; and (5) the modes of transportation permitted under policy.

SUMMARY OF THE FINDINGS

1. The data showed that 88 per cent of the respondents indicated the existence of a board policy dealing with field trips. In about two-thirds of the replies the respondents indicated that this policy was a written one.

2. Over 90 per cent of the respondents indicated that their policy permitted the use of the field trip by their instructional staff.

3. The individual building principal was the person most often designated as being responsible for determining

the acceptability of field trip sites.

4. In the determination of criteria for the determination of the acceptability of field trip sites one criterion was paramount - that the field trip must be educationally significant and suitable. Others, while mentioned, ocurred with much less frequency.

5. School buses, public transportation, and walking were the most frequently mentioned acceptable means of transportation.

CONCLUSIONS

Four basic conclusions were drawn from the findings of this study:

1. On the basis of the replies received to the questionnaire, the field trip is permitted to be used in over 90 per cent of the school districts. Therefore, it is concluded that the field trip is an integral part of the instructional program of the schools.

2. That written policies regarding the use of the field trip do exist in a majority of the school districts.

3. The major responsibility for the determination of acceptability of field trip sites lies within the school building (i.e. the building principal and/or individual teacher). The role of the central office will be most frequently represented through the use of supervisory personnel.

4. There are many diverse criteria which are used in the determination of the acceptability of field trip sites. One criterion was identified with greater frequency than any others - the field trip sites must be educationally significant and suitable to the educational program (curriculum).

RECOMMENDATIONS FOR FURTHER STUDY

The findings, conclusions, and a review of the many aspects of the study indicated that the following recommendations for further study should be considered.

1. That a replication of this study be conducted in three to five years.

2. There is need to study teacher utilization of field trips. Investigation in this area appears to be warranted in view of the fact that many considerations undoubtedly influence teachers in their choice of trips. While not all of these factors could be investigated simultaneously, it appears that a beginning should be made in an attempt to isolate pertinent variables.

3. Investigation should be made concerning the involvement of teachers in the selection and evaluation of field trips and sites.

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APPENDIXES

APPENDIX A

INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

45

DIVISION OF EDUCATION

1820
150
1970

TEL. NO. 219—282-2341

August 16, 1971

Dear Superintendent:

We are conducting a survey of all school districts of metropolitan areas of 100,000 or more population in the United States to determine their school district policies regarding teacher use of the field trip as an instructional aid.

It is hoped that this study will contribute to the body of knowledge regarding the current policies and practices for dealing with this educational tool. Your participation in this study is requested. Your district will not be identified by name in the study, only an analysis of the responses and materials provided will be made.

Two copies of the opinionnaire have been enclosed for your convenience. You may wish to retain the second copy for your files.

A summary of the results of this study will be sent you if you request it. Thank you for your cooperation.

Sincerely,

Wayne J. Krepel
Associate Professor of
Secondary Education

Charles R. DuVall
Associate Professor of
Elementary Education

OPINIONNAIRE

Definition: Field Trip syn. Instructional Trip, a trip arranged by a teacher or other school official and undertaken for educational purposes; the transportation of pupils to places where the materials of instruction may be observed and studied directly in their functional setting, such as a trip to a factory or city water works. (Good, C.V., Dictionary of Education, 1959, p. 291.)

POLICY:

Does your school system have a policy pertaining to the use of field trips by teachers?

_____ Yes _____ No

Is this policy written? _____ Yes _____ No

If answer to above is "yes" please enclose a copy of this written policy with your reply, if readily available.

Does your policy permit the use of field trips by teachers with their classes?

_____ Yes _____ No

PROCEDURES:

Which person(s) or group(s) pass upon the acceptability of field trip sites(destinations)?

_____ Individual teacher
_____ Building Principal
_____ Building Curriculum Committee
_____ Curriculum Supervisors
_____ City-wide Curriculum Committee
_____ Assistant Superintendent for Instruction
_____ Other (please specify) _____

_____

What are the criteria used for determining the educational acceptability of field trip sites (destinations)?

_____

_____

_____

_____

Does your school district have a listing or handbook of sites available for field trips?

_____ Yes _____ No

(over)

Does your district carry insurance for pupils and teachers covering possible injury and liability while on a field trip?

_____ Yes _____ No

Comments: _____

_____

_____

_____

_____

Does your policy make any specific mention of acceptable means of transportation permitted to be used?

_____ Yes _____ No

Permitted to be used:

_____ Walking
_____ Private car
_____ School Bus
_____ Public Transportation
_____ Other (please specify) _____

_____

_____

Please use this space for any additional comments or remarks you care to make concerning field trips:

_____

_____

_____

_____

. . . . . .

A summary of the results of this study will be sent you when the study is completed if you will complete the following:

Name _____

Title _____

School District _____

Return to: Charles R. DuVall, Indiana University at South Bend
South Bend, Indiana 46615

APPENDIX A

INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

DIVISION OF EDUCATION

1820
150
1970

TEL. NO. 219-[illegible]-2341

48

This request was previously sent you. We hope you will be able to cooperate with us. Additional materials enclosed. Thanks

CRD

WK 9-20-71

August 16, 1971

Dear Superintendent:

We are conducting a survey of all school districts of metropolitan areas of 100,000 or more population in the United States to determine their school district policies regarding teacher use of the field trip as an instructional aid.

It is hoped that this study will contribute to the body of knowledge regarding the current policies and practices for dealing with this educational tool. Your participation in this study is requested. Your district will not be identified by name in the study, only an analysis of the responses and materials provided will be made.

Two copies of the opinionnaire have been enclosed for your convenience. You may wish to retain the second copy for your files.

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Sincerely,

Wayne J. Krepel
Associate Professor of
Secondary Education

C. R. DuVall
Charles R. DuVall
Associate Professor of
Elementary Education

APPENDIX B

TABLE 10. SUMMARY OF COMMENTS MADE BY RESPONDENTS RELATING TO INSURANCE COVERAGE OF TEACHERS AND/OR PUPILS

f	Comment Summary
20	Districts insist that pupils carry accident or school insurance
16	Teachers may be or are covered by liability and/or workman's compensation insurance
10	Carrier must provide insurance
9	Buses are insured (common carrier)
7	School buses are insured
4	District provides no insurance for children
4	Liability insurance on all trips
4	Yes, if injury is due to negligence of the teacher
3	Release from parents is required
3	Normal school activity (extension of classroom)
2	District has no insurance if by private car or public carrier
2	Board of Education is self insured

APPENDIX C

TABLE 11. SUMMARY OF GENERAL COMMENTS OR REMARKS MADE BY RESPONDENTS REGARDING FIELD TRIPS

f	Comment Summary
4	The field trip is considered a valuable part of the instructional program
3	A committee is in the process of reviewing current policies
1	Require one (1) adult for each ten (10) pupils for supervision
1	Must have written parental permission
1	One day trips are the maximum allowed
1	If a required field trip no fees may be charged
1	No private cars
1	Buses are available on a limited basis
1	Use (of field trips) has increased during the last few years